

Peninsula Primary School Education Review Report

19/08/2005

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School Statement

Prior to the review ERO offers schools the opportunity to provide some background in the form of the school's location and context, significant achievements since the last review, and issues being considered by the Board of Trustees.

The principal and board of trustees have provided a statement to accompany this report. This is attached to the signed copy of the confirmed report sent to the board of trustees. If the school's statement is not attached and you would like a copy, please contact the school.

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

About The School

Location

Te Atatu, Waitakere City

Ministry of Education profile number 1531

School type	Contributing (Year 1-6)
Decile rating	4
Teaching staff:	15.30
Roll generated entitlement	2.42
Other	20
Number of teachers	
School roll	365
Number of international students	4
Gender composition	Boys 57%, Girls 43%
Ethnic composition	NZ European Pākehā 36%, Māori 33%, Samoan 13%, Asian 7%, Tongan 4%, Niuean 3%, Other 4%
Review team on site	June 2005
Date of this report	19 August 2005
Previous ERO reports	Accountability Review, January 2002 Accountability Review, December 1997 Assurance Audit, November 1994

The Education Review Office (ero) Evaluation

Peninsula Primary School is a medium sized, urban primary school located on the Te Atatu Peninsula, in West Auckland. It continues to have a positive reporting history, as reflected in the 2002 and 1997 ERO reports. The school has a settled atmosphere and provides a rich variety of programmes in an attractive setting. Parents and the community are welcomed, valued and encouraged to become actively involved in the school. The high quality learning environment reflects the school's focus on providing an holistic education for the child.

Students are confident, friendly, well mannered and engage positively with adults. They are well supported in their learning and have a wide variety of educational resources and experiences available to them including a school orchestra, a separate music room and art room, a well-utilised indoor heated swimming pool, an attractive well-stocked library and many sporting opportunities.

Interchange programmes and club activities provide students with a wide choice of enriching cultural, academic or sporting activities. Those who are at risk of not achieving are well supported with appropriate intervention programmes.

Very good quality teaching practice is evident at all levels. Teachers use assessment information well to guide their planning. They work collaboratively to develop detailed programmes that cater for students' different learning needs. Teachers know their students well. They communicate a philosophy that all students can achieve, regardless of their ethnicity, social background or gender and do not accept low quality work or behaviour. Behaviour management practices are unobtrusive, consistent and effective. This allows teachers to focus on student learning rather than on discipline. Teachers have benefited from professional development, the impact of which is evident in their up-to-date curriculum delivery. Student achievement data shows that the majority of students make significant gains from year to year.

The principal is supported by a strong senior management team with complementary skills. The team has a clear focus on raising student achievement. Monitoring and evaluation of teacher performance by senior managers is of high quality. They provide effective leadership and structures to support syndicate leaders. A culture of ongoing professional development has been established through a system of open dialogue. Teachers are well supported and mentored through new professional development initiatives.

Trustees are largely new to their role, with the chairperson providing continuity from the previous board. Trustees are reflective and provide a range of expertise that is used to good purpose in the school. The board is kept well informed about student achievement. There are excellent relations between management and the board, which articulates and is fully supportive of the shared school vision. The board plans to undertake a review of school policies later in the year using the National Administration Guidelines as its framework. The board complies fully with Ministry of Education requirements in relation to target setting and reporting student achievement. It is now timely for the board to consider establishing a more formal programme of board training and development to further enhance governance.

For this review, ERO and the board agreed to focus on the quality of reading and reading support programmes as well as the quality of mathematics teaching. In addition, ERO evaluated areas of national interest including strategies for improving the achievement of Māori and Pacific students, the implementation of the Health and Physical Education in the New Zealand Curriculum, and the extent to which the school complies with the Code of Practice for the Pastoral Care of International Students.'

Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO will review the school again as part of the regular review cycle.

School Specific Priorities

The Focus of the Review

Before the review, the board of Peninsula Primary School was invited to consider its priorities for review using guidelines and resources provided by ERO. ERO also used documentation provided by the school to contribute to the scope of the review.

The detailed priorities for review were then determined following a discussion between the ERO review team and the board of trustees. This discussion focused on existing information held by the school (including student achievement and self-review information) and the extent to which potential issues for review contributed to the achievement of the students at Peninsula Primary School.

ERO and the board have agreed on the following focus areas for the review:

- The quality of reading and reading support programmes.
- The quality of teaching mathematics.

ERO's findings in these areas are set out below.

The quality of reading and reading support programmes

Background

Teachers promote students' literacy learning through specific class-based instruction and as part of integration with other areas of the curriculum. The 2002 ERO report noted the positive impact of literacy professional development on the planning and implementation of reading and writing programmes. Of particular note was the good quality of special intervention programmes, many of which were delivered by teacher aides under the supervision of a senior staff member. Many of the factors noted as impacting positively on the quality of students' learning remain evident three years later but have been strengthened through the good quality of assessment information now available to inform teachers' planning and delivery.

The board asked ERO to evaluate the quality of reading and reading support programmes throughout the school during this review.

Areas of good performance

Student-centred, balanced reading programmes. Teachers implement reading programmes that have a strong focus on the student as a learner. Reading lessons contain an appropriate balance of teacher instruction and shared reading. There are many opportunities for students to practise their reading independently and in small groups. The differentiated nature of each programme is well defined and sequenced.

Accurate reading data. The various methods teachers use to assess students' reading abilities and progress are thorough and provide them with accurate data on which to base their teaching programmes. Assessment practices are regularly moderated and standard formats are used to ascertain reading levels throughout the school. The senior staff member in charge of reading ensures that classroom teachers undertake a process of continuous tracking so that students are matched to appropriate instructional texts and activities.

Positive impact of professional development. Teachers are benefiting from training in the implementation of good quality, guided silent reading approaches. The consistent emphasis that teachers place on students understanding of what they are reading is proving beneficial in developing reading skills in other curriculum areas. Some teachers are particularly skilled at using questioning strategies as part of their teaching programmes. This is an area that could be shared with all staff.

Student engagement. Students engage well during reading. It is likely that they do so because teachers structure the programmes well, maintain a pace appropriate to students' abilities and provide clear instructions about what is required during each session. Students know the routines associated with reading and are equally motivated to work independently or in small groups during instructional sessions. They can discuss the level that they are reading at and willingly read aloud to their peers and to adults.

Preparing students for learning. The youngest students benefit from a six-week transition programme, to introduce new entrants to school routines. Students are introduced to early reading and maths skills and helped to adjust to classroom routines. This enhances student readiness for school success, and is particularly important for students who have not received early childhood education.

Intervention programmes. Senior managers have continued to develop the quality of the special intervention programmes in reading commented on in the last ERO report. Students requiring assistance are effectively identified and placed in either individual or small group programmes that are rigorously monitored to determine student progress. Trained teacher aides and part-time teachers implement very good quality instructional strategies under the supervision of the senior staff member in charge of reading. These programmes include good quality intervention for students whose first language is not English and an effective reading mileage programme operated by community volunteers.

High quality instructional resources. Reading resources are regularly culled and replenished with updated texts. Materials at each instructional level are maintained at appropriately high levels to sustain classroom programme needs. Reading resources are particularly well organised for ease of access and managed effectively.

The library as a high quality centre for learning. The library is a high quality literacy centre for the school. It is well organised and stocked and has benefited from thoughtful management. Student

librarians are trained and have a special place in the day-to-day management processes. The stock is well planned and caters for the diverse recreational reading needs of students as well as supporting curriculum requirements.

Well-informed trustees. Good quality analysed data about the school's reading programmes have provided the board with soundly based information about student achievement in reading and enabled trustees to make reasoned judgements about the quality of the targets set for annual reporting purposes.

Areas for improvement

Developing more explicit feedback to students. Given the quality of the school's reading data, it would be worthwhile for teachers to strengthen their formative feedback to students. What is working well for students is the knowledge that they have about their own reading levels and their confidence in discussing these. The next step would be to increase students' knowledge about the strategies they could focus on to improve the quality of their reading

Developing a sequential information literacy programme. In keeping with the school's focus on reading for understanding, teachers should now develop and implement a sequential information literacy programme based around the sorts of skills and knowledge students need to access and use information. The programme should also include a sequential library skills programme to maximise use of the high quality library.

The quality of teaching mathematics

Background

Teachers of the Year 1 to 4 students undertook professional development in numeracy during 2004. The Year 5 and 6 teachers began their professional development in numeracy in 2005. Although teachers are in the early stages of development in this area, the principal and board of trustees requested ERO to investigate the quality of mathematics teaching.

Areas of good performance

Curriculum leadership. Excellent support systems are in place to encourage and support teachers to master a new way of teaching mathematics. The lead teachers are continually up-skilling their own knowledge to keep teachers informed about new developments. They support teachers through observing lessons, making suggestions and modelling in teachers' classrooms. Lead teachers should to continue to do this to maintain the impetus of numeracy teaching even after the professional development has ended.

Assessment. The Numeracy Project Assessment (NumPA) has been used school-wide to assess students' knowledge and mental strategy levels. Students are grouped and taught according to their strategy stages. Teachers use formative assessment to continually update these groupings and to plan differentiated lessons to cater for students' learning needs.

Quality of teaching. A number of high quality teaching practices actively promote students' understanding of number. Numeracy programmes are carefully planned and implemented. They follow an appropriate sequence, starting with a whole class warm-up, followed by the efficient rotation of groups, with two groups working with the teacher and ending with a report-back session. Teachers have high expectations that students will achieve. They also have high expectations of students' participation, behaviour and self-responsibility. Effective school-wide behaviour management systems enable students and teachers to demonstrate respect for one another and to focus on learning. Students have the opportunity to engage in a range of learning experiences, individual, group, cooperative and interactive.

Strategy teaching. Teachers have a good understanding of teaching strategies for problem solving. They share learning intentions with the group. Teachers either use materials or ask students to use materials to demonstrate solutions to a given problem. Through the use of open-ended questions, teachers provide opportunities for students to share their ideas and clarify their thinking. Students' solutions are recorded and discussed.

Student improvement. Students are involved in their mathematics learning and say that they find mathematics fun. Testing has better enabled teachers to identify specific gaps in students' knowledge. Teachers have identified independent activities to address these gaps. Students understand that there are many ways to solve a mathematics problem and are focussed and attentive during group teaching sessions. Teachers report that students enjoy the hands-on learning and are making good progress. As yet, it is too early to use summative data to ascertain the extent of their improvement.

Stimulating learning environments. High quality learning environments with number-rich classrooms are a feature of the school. Evidence of number prompts and student work is displayed in an attractive, stimulating manner. Classrooms are well resourced with numeracy equipment, which is easily accessible, attractively displayed and used appropriately during teaching sessions. Independent group boxes give students an interesting and varied selection of activities at their level to choose from once tasks have been completed. Teachers use task boards to effectively direct students to the next activity with a minimum of disruption to the programme. Students know routines well and most settle to independent work quickly.

Areas for improvement

Consistency. Teachers now need to revise the recording methods students are using in class and test situations so as to maintain consistency with methods that are being advocated during group work. This could involve writing and solving problems horizontally instead of using vertical algorithms.

Recording student solutions. Most teachers record the learning intentions for each group in a group-modelling book. Teachers could now also record students' solutions to problems in the same book. This would enable teachers to refer back to solution methods with the group before building onto these methods and for students to use the modelling book as a reference for consolidation activities. Teachers could also share students' strategies with parents during parent interviews.

Developing teaching strategies for independent learning. Teachers should consider how to encourage students to set their own learning intentions during independent activities in order to better monitor their own academic progress and to take ownership of their own learning. This could be achieved through the use of 'I can' sheets where students are able to monitor what they know and what they still need to master for that strategy stage. This skill could be extended to other curriculum areas, encouraging students to become reflective learners who independently monitor their own academic performance.

Areas Of National Interest

Overview

ERO provides information about the education system as a whole through its national reports. This information will be used as the basis for long term and systemic educational improvement.

ERO collected information about Peninsula Primary School. These findings are included in this report to ensure that information about the school is transparent and widely available.

Current Areas of National Interest

ERO is currently collecting information for national reports on:

- Improving Māori student achievement
- Improving Pacific student achievement
- Implementation of Health and Physical Education in the New Zealand Curriculum
- Provision for international students: Compliance with The Code of Practice for the Pastoral Care of International Students

Improving Māori student achievement

Background

Thirty-three percent of students at Peninsula Primary School identify as Māori. The board of trustees, principal and teachers acknowledge and value the place of Māori as tangata whenua. During the review ERO evaluated the extent to which the school has knowledge of and strategies for promoting the achievement of Māori students.

Areas of good performance

Targeted programmes. The school regularly gathers a wide range of achievement information on Māori students. This is used to identify students in need of support and to inform differentiated class teaching. A range of appropriate intervention programmes is available for students, including reading support programmes, behaviour support programmes and gifted and talented programmes. There is equitable representation of Māori students across these academic assistance programmes, which are

used effectively to raise student performance levels. The school is having a significant impact on improving the achievement of all students, including Māori, who achieve as well as all other groups.

Inclusive environment. A positive feature of the school is an environment that promotes biculturalism and respect for other ethnic groups. Learning contexts reflect the interests and perspectives of Māori students. Te reo Māori me ōna tikanga is evident school-wide. Older students support younger students during club activities. During assemblies, teachers demonstrate and celebrate cultural diversity, students have the opportunity to participate in kappa haka, waiata, karakia and a variety of activities which help them learn about their own and others' values and beliefs. Students regularly hear te reo Māori spoken by adults in the school community. Interactions between teachers and students are positive within a climate of mutual respect. The effective integration of cultural awareness and respect affirms Māori students and gives them a sense of belonging in their learning environment.

Engaging in school life. Māori students participate successfully in a range of school activities and extra-curricular activities such as the orchestra, library and sports teams. Some of these students hold positions of responsibility and leadership.

Consultation with the Māori community. The school has established a close partnership with the community. Parents and whanau feel valued, are consulted and provide input into school issues. The Māori community has a representative on the board. An open philosophy has enabled the school to be used as a resource for assistance by the community when needed.

Improving Pacific student achievement

Background

During the review ERO evaluated the extent to which the school has knowledge of and strategies for promoting the achievement of Pacific students. Pacific students comprise twenty percent of the roll. Of this group thirteen percent are Samoan, four percent are Tongan and three percent are Niuean. The school has two teachers who identify as Pacific.

Areas of good performance

Student achievement. Pacific students achieve as well as all students at the school. The school's rigorous system for regularly collating and analysing information about Pacific student achievement enables teachers to identify individuals and groups in need of learning support. The learning needs of individual students are being met through enrichment and learning support groups. Many Pacific students are involved in responsible roles in the choir, orchestra, sports teams and as librarians.

Cultural integration. The school climate effectively nurtures cultural awareness and respect. Pacific students say they appreciate the inclusion of their songs and customs in the daily life of the school. Assemblies regularly feature Pacific performing arts and a club run by Pacific teachers enables students to learn and experience aspects of different island cultures. High quality Pacific artwork by students is displayed throughout the school. Pacific students learn in an environment that embraces their cultural heritage.

Community engagement. Pacific parents feel welcome and actively participate in the life of the school. They are involved in reading in the classes, coaching and managing sports teams and supporting teachers on trips and at camp. Two teachers run a Pacific arts club and are working towards participation in a community festival.

Implementation of Health and Physical Education in the New Zealand Curriculum

Health and Physical Education in the New Zealand Curriculum has been a requirement in schools since December 2001 and is compulsory for students to Year 10. During the review ERO investigated the extent to which Health and Physical Education in the New Zealand Curriculum is being implemented throughout the school so that the aims of the curriculum are met.

Areas of good performance

Coverage. A school-wide curriculum overview ensures coverage of all aspects of the health and physical education curriculum over two years. Teachers follow an odd and even year cycle in curriculum implementation. Units relevant to student interests are planned and implemented.

Physical activity. An aspect of the school's focus on holistic education is the priority given to physical fitness. Time has been allocated for both aerobic and skills activities. When appropriate, specialist coaches and parents are used to add to the school-based programmes. High quality sports skills teaching was observed during the review.

Facilities and resources. The school's excellent facilities are well maintained and frequently used. Students are particularly appreciative of the indoor heated swimming pool that enables them to receive high quality swimming coaching all year round. Sporting resources are carefully stored for easy accessibility. Students are able to access equipment during lunchtimes and teachers provide supervision for games when necessary.

Relationships. Students speak with enthusiasm about the sports they are involved in at school. They are developing good interpersonal skills of cooperation, tolerance and fair play through participation as a team player in these programmes. A rotation system between junior and senior teachers during fitness enables all students to get to know all the teachers.

Community consultation. The board last consulted its community about the school's health programme in 2003. It is planning to consult the community again later this year to meet its legislative obligation and to ensure that community wishes are reflected in programme design.

Areas for improvement

Integrating documentation. An extensive programme of activities is undertaken during school time. Documentation and learning outcomes of activities undertaken during these clubs and interchange

programmes could now be integrated with the more formal curriculum documentation in health and physical education. This would also be good practice where these are activities relate to other curriculum areas.

Provision for international students: Compliance with The Code of Practice for the Pastoral Care of International Students

Background

Peninsula School is a signatory to The Code of Practice for the Pastoral Care of International Students (the Code) established under section 238F of the Education Act 1989. This is a requirement for all schools that enrol international students in terms of the Act. Peninsula Primary has four students from Korea.

Signatories that enrol international students are expected to comply with all sections of the revised Code that took effect in August 2003. Since that time all signatories are required to have reviewed their existing policies and processes to ensure compliance with the Code. As part of this education review ERO evaluated the extent to which Peninsula School has implemented the Code and in particular the school's compliance with the sections relating to student welfare. Peninsula School meets all requirements of the Code.

Areas of good performance

Student welfare. All international students live with their parents. They benefit from the positive, friendly tone of the school and the inclusive practices of staff and students. They report they enjoy their time at school, have made friends and are learning new skills.

Providing support. A specialist TESSOL tutor is the international students' support person and effectively meets the needs of the students. Her tuition has helped students to gain confidence in the use of English and records show an improvement in their command of both oral and written English. Class teachers are trained in teaching English to children from non-English speaking backgrounds and to provide additional learning support for international students.

Personnel have been delegated to monitor procedures designed to promote a safe and supportive environment for the students. International students have access to support services in the school. Procedures for dealing with student health, ill treatment, harm, abuse and neglect are in place. School attendance is appropriately monitored. Reporting to the Code Administrator (Ministry of Education) has been completed.

Communication. Effective communication strategies have been established for emergency contact between the school and parents. International parents are regularly informed about their child's progress and achievements.

Board Assurance On Compliance Areas

Overview

Before the review, the board of trustees and principal of Peninsula Primary School completed an ERO Board Assurance Statement and Self-Audit Checklist. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- board administration;
- curriculum;
- management of health, safety and welfare;
- personnel management;
- financial management; and
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on students' achievement:

- emotional safety of students (including prevention of bullying and sexual harassment);
- physical safety of students;
- teacher registration;
- stand-downs, suspensions, expulsions and exclusions; and
- attendance.

During the course of the review ERO's investigation did not identify any areas of concern.

Progress with compliance since the last ERO review. Since the last ERO review the board have addressed all the issues that were identified in the 2002 report. The board has acted appropriately in notifying parents by newsletter that all school fees are voluntary and are donations.

Recommendation

ERO and the board of trustees recommend that senior managers and staff consider the suggestions for improvement outlined in this report.

Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO will review the school again as part of the regular review cycle.

Signed

Charlene Scotti

Area Manager Reporting Services

for Chief Review Officer

19 August 2005

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To the Parents and Community of Peninsula Primary School

These are the findings of the Education Review Office's latest report on Peninsula Primary School.

Community Page

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Review Coverage

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

If you would like a copy of the full report, please contact the school or see the ERO website, <http://www.ero.govt.nz>.

Charlene Scotti

Area Manager Reporting Services

for Chief Review Officer

GENERAL INFORMATION ABOUT REVIEWS

About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve educational achievement in schools; and
- provide information to parents, communities and the Government.

Reviews are intended to focus on student achievement and build on each school's self review.

Review Focus

ERO's framework for reviewing and reporting is based on three review strands.

- School Specific Priorities - the quality of education and the impact of school policies and practices on student achievement.
- Areas of National Interest - information about how Government policies are working in schools.
- Compliance with Legal Requirements - assurance that this school has taken all reasonable steps to meet legal requirements.

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Review Recommendations

Most ERO reports include recommendations for improvement. A recommendation on a particular issue does not necessarily mean that a school is performing poorly in relation to that issue. There is no direct link between the number of recommendations in this report and the overall performance of this school.

Decile 1 schools draw their students from areas of greatest socio-economic disadvantage, Decile 10 from areas of least socio-economic disadvantage.